DOCUMENT RESUME

ED 140 189 CG 011 796

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TITLE Helping Students Develop Career Decision-Making Skills. Coordinator's Guide.
INSTITUTION American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.; National Consortium on Competency-Based Staff Development.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
PUB DATE Dec 76
NOTE 13p.; For Participant's Workbook, see CG 011 797

EDRS PRICE MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS *Career Exploration; Coordinators; Counselors; *Decision Making Skills; Leaders Guides; Learning Modules; Performance Based Education; *Professional Training; *Staff Improvement; Teachers; *Vocational Counseling; Workshops

ABSTRACT

This Coordinator's Guide accompanies the module Helping Students Develop Career Decision-Making Skills. It defines the coordinator's role from four aspects: setting the tone, setting the pace, facilitating the discussion, and evaluating. Suggestions for preparing and presenting the workshop are offered. The actual text is in the accompanying module, but the coordinator is given specific directions for carrying out and assessing the activities. Areas covered are: (1) the importance of teaching students skills in career decision-making; and (2) types of activities and resources which can be used to teach them. The workshop is designed for teachers and guidance personnel who wish to become familiar with the above areas. (Author/BP)

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ED140189

Career Guidance
Staff Development

COORDINATOR'S GUIDE

Helping Students Develop Career Decision-Making Skills

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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2

CG 011 796

National Consortium on
Competency-Based Staff Development

COORDINATOR'S GUIDE

HELPING STUDENTS DEVELOP CAREER DECISION-MAKING SKILLS

Developed by the National Consortium on Competency-Based Staff Development, in cooperation with the American Institutes for Research, under support by the United States Office of Education, Department of Health, Education, and Welfare under Part C of the Vocational Education Act of 1963.

December 1976

TABLE OF CONTENTS

	Page
Module Outline ----------	1
Coordinator's Role and Functions ----------	2
Specific Functions of the Coordinator at the Workshop	
Introduction ----------	4
Introductory Activity ----------	4
Objective 1 ----------	4
Determining the Successful Achievement of Objective 1 ----	5
Objective 2 ----------	5
Determining the Successful Achievement of Objective 2 ----	6
Objective 3 ----------	6
Determining the Successful Achievement of Objective 3 ----	7
Appendix - Assessment Criteria	
Checklist for Determining Successful Achievement of Objective 1 ----------	8
Checklist for Determining Successful Achievement of Objective 2 ----------	9

MODULE OUTLINE

Approximate Time	*Activity*	*Objectives*
½ hour	Introduction A group activity. The coordinator will explain the structure and purposes of the module. Warm-up and introductory activities included.	1-3
1½ hours	Text Discussion of the rationale for helping students to develop career decision-making skills. Includes a three-part activity for meeting the requirements of Objective 1.	1
2½ hours	Text Discussion of considerations for adopting and adapting student activities. Discussion sessions and practice activities interspersed.	2
1 hour	Resources Annotations of sources of additional activities for helping students to develop skills in the module topic area. Includes activities for meeting the requirements of Objective 3.	3
½ hour	Wrap-up Assessment of acquired knowledge and skills.	1-3

COORDINATOR'S ROLE AND FUNCTIONS

Your role as coordinator is crucial. It may be thought of in four categories.

Set the Tone

Set the right mood. Don't make things deadly and boring. Inject humor into the activities and discussions; let people joke around some and have fun. On the other hand, make it clear that there is a very serious purpose behind it all. People should be relaxed, but alert, interested, and motivated.

Set the Pace

Maintain the right pace. If things bog down, inject some humor, ask some provocative questions, get a lively discussion going. Some sections can be summarized orally to speed things, and this can be planned ahead. If things are going too fast and people are getting lost, slow it down, let them ask questions, and spend time orally covering the points. Keep the flow smooth at junctures in the module--winding up one activity with a satisfying resolution and easing participants into the next. Take breaks as you sense they are needed. Be flexible in structuring activities, adapting to individuals and situations as needed. Regard times listed in the "Module Outline" as flexible.

Facilitate

Encourage discussion and interaction from the participants. Bring out the shy people; don't let the aggressive ones dominate. Seek out questions and uneasinesses, get them into the open, talk them over, especially at the beginning. Watch facial expressions and body language. Be a trouble shooter. Spot problems and work them out. In short, act as a guide through the module, but try not to get in the way.

Evaluate

Make sure participants are headed in the right direction; nudge them that way when they're not. Judge whether they perform adequately in the evaluation items.

Specific Functions of Coordinator (to be used as a checklist as you go through the module)

Prior to workshop:

1. Study the module thoroughly. Be familiar with the participant materials and this Coordinator's Guide.

2. Make sure all needed materials are present for the workshop.

Each participant will need

1 copy of each of the forms given on pages 8-9 of the Appendix to this guide.

Each small group will need

1 large sheet of newsprint and a marking pen

3. Decide how you will divide participants into small groups or teams for the module activities.

SPECIFIC FUNCTIONS OF THE COORDINATOR AT THE WORKSHOP

Introduction

1. Introduce yourself to participants. Briefly explain your role in the workshop.

2. Establish time limits and schedule for the day (lunch, when day ends, etc.)

3. *Warm-up Activity*: As a means of introducing the participants to each other, as well as introducing the module topic, have all participants go through the following procedure:

> Have participants give their names then verbally complete the following statements:
>
> - I want to become . . .
> - Sometimes I feel like . . .
> - My favorite place to be is . . .

When all participants have had a turn, explain that they have just been through a values clarification exercise. The exercise allows them to reveal something about their personalities and their values in a non-threatening atmosphere and can serve to build up trust within the group. Tie this exercise into the topic of the module by explaining that values clarification is a beginning step in the development of decision-making skills.

4. Introduce the purposes of the module. Summarize the module objectives and the activities for meeting those objectives. Discuss how the participants will be able to apply what they will learn and the materials they will develop in their own setting. In short, build enthusiasm.

Introductory Activity

5. Have the participants read the brief paragraph on page 4 of their Participant's Guide. Then get them started on the Introductory Activity. After they have had time to jot down a few ideas, have them present these orally. Encourage discussion but watch the time.

Objective 1

6. Start participants on the text. Presentation of this section can be done orally by you (advance preparation needed) or have the participants read either silently or aloud in small groups. Allow for discussion and questions.

Summary Remarks

The above story has the potential for being the base for activities focusing on any of several decision-making areas: (a) identifying personal values, (b) seeking information, (c) generating alternatives, (d) determining possible consequences of decisions, and (e) various combinations of these areas.

Following is an example of how an activity based on this story may be designed to focus on area (c), generating alternatives. You will participate in this sample activity as if you were students in a classroom.

14. Get small groups started on the activity (page 29 of the module). Allow for sharing, questions, and discussion.

15. Part II. Make sure the groups understand the procedure. Answer any questions they might have. When they have finished the exercise, you might want to have one of the groups put the rest of the participants through the activity they have adapted.

Determining the Successful Achievement of Objective 2

16. See page 9 of the Appendix for the assessment criteria. Collect the results.

Objective 3

17. You will need to have as many of the following publications as possible on display:

Gelatt, H. B., Varenhorst, B., & Carey, R. *Deciding.* New York: College Entrance Examination Board, 1973.

Gelatt, H. B., Varenhorst, B., Carey, R., & Miller, G. *Decisions and outcomes.* New York: College Entrance Examination Board, 1973.

Curwin, R. L., & Curwin, G. *Developing individual values in the classroom.* Palo Alto, California: Education Today Company, Inc., 1974.

Scholz, N. T., Prince, J. S., & Miller, G. *How to decide: A guide for women.* New York: College Entrance Examination Board, 1975.

Simon, S., Howe, L., & Kirschenbaum, H. *Values clarification: A handbook of practical strategies for teachers and students.* New York: Hart Publishing Company, Inc., 1972.

Bolles, R. N. *What color is my parachute?: A practical manual for job-hunters and career changers.* Berkeley, California: Ten Speed Press, 1973.

Crystal, J. C., & Bolles, R. N. *Where do I go from here with my life?* New York: The Seabury Press, 1974.

Make sure that the participants understand the procedure for going through this activity. Give them time to discuss any of the annotated resources and to look over any of the resources listed above that you have on hand. If time permits, divide the participants into small groups and have each group go over one or more of the resources in detail. Have them discuss how they might adapt, adopt, or otherwise make use of each resource in various settings and with various student populations. Each group would then report back to the entire group for further discussion.

Determining the Successful Achievement of Objective 3

18. Give the participants 20-30 minutes to complete their Resource Checklists. Collect and check the papers according to the criteria for completing the Resource Checklist.

19. Conduct a wrap-up session. Your tasks here are to

    a. Summarize what has gone on and been accomplished.
    b. Resolve any unanswered questions.
    c. Point out additional resources in the topic area.

20. Throughout, observe how things go; collect suggestions for ways to improve the module. Keep a written account of these.

21. Submit the results of 8, 16, and 17 to the overall workshop director.

APPENDIX

ASSESSMENT CRITERIA

CHECKLIST FOR DETERMINING SUCCESSFUL ACHIEVEMENT OF OBJECTIVE 2

1. Fill in the name(s) of the writer of the adaptation you are reviewing.

Adaptation by: _____

2. Put a check by those items that are included in the adaptation write-up:

____a general description of the students at that grade level

____a goal statement

____a listing of materials required for the activity

____procedures/directions for carrying out the activity

____procedures for conducting a wrap-up session for the activity

3. Sign and date the checklist. Return it and the adaptation write-up to the person named above.

Checked by: _____

Date: _____

CHECKLIST FOR DETERMINING SUCCESSFUL ACHIEVEMENT OF OBJECTIVE 1

1. Fill in the name(s) of the writer of the rationale outline you are reviewing.

Outline by: _____

2. Put a check by those items that are included in the rationale outline:

___at least four components of career decision making. (To be judged acceptable, these must come from the list given within the story on page 7 of the Participant's Guide.)

___at least three reasons for helping students to develop career decision-making skills. (To be judged acceptable, these reasons must come from the list given on pages 11-12.)

___at least three arguments which might be presented against helping students to develop career decision-making skills.

___at least one rebuttal statement for each of the three arguments presented in the outline.

3. Sign and date the checklist. Return it and the rationale outline to the person named above.

Checked by: _____

Date: _____